

DOCUMENT RESUME

ED 465 814

TM 034 203

TITLE Delaware Student Testing Program Item Sampler: Released
Items for Social Studies, Grades 8 and 11.
INSTITUTION Delaware State Dept. of Education, Dover.
PUB DATE 2002-01-00
NOTE 40p.; Document number 95-01/01/12/02.
AVAILABLE FROM For full text: <http://www.doe.de.us/aab/index.htm>.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Standards; Grade 11; Grade 8; Secondary Education;
*Social Studies; State Programs; State Standards; Test
Construction; *Test Items; Testing Programs
IDENTIFIERS Delaware; *Delaware Student Testing Program

ABSTRACT

The Delaware Student Testing Program (DSTP) is designed to assess progress toward the Delaware Content Standards. Every year a certain number of items are removed from the test and then selected for public release. This booklet contains multiple-choice and short-answer (constructed response) items released from the 2000 or 2001 administration of the DSTP social studies tests for grades 8 and 11. Taken as a whole, these items represent a broad cross section of item types and topics measured. They also show the evolution in the construction of items and their rubrics. The released items for both grades represents both types of items and all four content areas: (1) civics; (2) economics; (3) geography; and (4) history. The items are grouped by grade and identify the item type, the content area, and the standard measured. Short-answer items also include the scoring tool.
(SLD)

ED 465 814

DELAWARE

STUDENT TESTING PROGRAM

ITEM SAMPLER

RELEASED ITEMS FOR SOCIAL STUDIES

Grades 8 and 11

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Delaware Department of Education

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Delaware Student Testing Program (DSTP)

The Social Studies DSTP

The Social Studies DSTP is designed to:

- measure all four content areas equally:
 - civics
 - economics
 - geography
 - history
- measure all standards of each content area
 - Exception: History Standard #4 will not be measured independently. Instead it will be used to help set the parameters for the context of some DSTP items. Students will use their knowledge of these time periods and topics to make connections, to support, and to explain their responses.*
- measure the standard at the grade cluster level.

The Social Studies items on the DSTP are designed to measure how well a student:

- understands the concept identified in the standard
- applies knowledge and understanding using the skill or process identified in the standard
- connects knowledge to the concept and process in order to explain, support, or justify an explanation.

The social studies test includes multiple-choice items and short-answer (constructed-response) items.

The multiple-choice items require students to show what they know and are able to do. Students analyze, categorize, or synthesize information and choose the best response from the four choices provided. The multiple-choice items are scored at one point each.

The short-answer items are open-ended, which allows the student to make decisions in constructing a response that demonstrates the student's understanding of the social studies standard being measured. Students will be asked to explain an answer or to support an explanation with evidence appropriate to the question. The short-answer items are scored on a 0-1-2 scale.

The Content Standards

Curriculum administrators and developers, teachers, and students should examine the content standard at the grade cluster description. This description of the standard contains both the concept of that content (civics, economics, geography, and history) and the level of critical thinking that should be achieved by the student through classroom instruction and assessment.

Standards that require students to demonstrate understanding, to analyze, or to apply require that the students show that they can transfer knowledge and understanding to a new context or situation. Students make that transfer of knowledge and understanding when they apply their understanding of the standard to the context of the item. Most short answer items will ask students to expand or elaborate in order to demonstrate deeper understanding and complex reasoning. This elaboration will include an explanation of why or how, evidence that supports the explanation, or an example to support an explanation.

Opportunities to teach the standards in depth should be identified in the curriculum. Instruction should be enhanced using the resources relevant to each content and each standard within the content. Students demonstrate understanding, analysis, and application by using the tools of that standard “to think with.” These tools become the graphics on the test—maps, charts, graphs, diary and journal entries, photographs and drawings, newspaper headlines, political surveys, etc.

The Released Items

The DSTP test items contained in this document are being released to help Delaware teachers prepare students for the social studies portion of the Delaware Student Testing Program (DSTP). These released items were actual test items from the 2000 and/or 2001 DSTP. Two multiple-choice items and four short-answer items are being released this year. A description of the standard and the item is included with each released item. The four short-answer items also include actual Delaware student responses that were scored by Delaware teachers during the benchmarking process. The benchmarking process involves the selection of exemplar student responses at each score point to help train the readers that score the Delaware student responses. An explanation of the scoring is included with each student response. Several student responses are included for each possible score point.

The released items for grades 8 and 11 represent both types of items and all four content areas—civics, economics, geography, and history. These items are grouped by grade and identify the item type, the content area, and the standard measured. Short-answer items also include the scoring tool.

Item #1—

This test item measures Economics Standard #3 (Grade 6-8 cluster):

Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

**Work Hours Required to Produce
100 Bushels of Wheat**

Year	Work Hours
1800	373
1940	47
1970	7

What would be the relationship between technology and the trend shown on the chart? Explain your answer.

Scoring Tool:

Stem Statement: This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

Score Point 1 - This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

Score Point 0 - Inaccurate response.

This economics standard for kindergarten through grade twelve establishes the expectation that students understand the different types of economic systems and how they change. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on human wants and the various resources and strategies used to satisfy these wants over time. Instruction in grades 4-5 focuses on the different means of production, distribution, and exchange used within the economic systems in different times and places. Instruction for students in grades 6-8 then uses this foundation of knowledge and understanding as the focus shifts to the relationship of cultural values, resources, and technologies to how goods and services are produced, distributed, and exchanged in different economic systems. When students move to the high school cluster, this instruction will become the foundation for the final step in understanding this standard.

This test item focuses on technology and asks students to look at the information presented on the chart (the number of work hours required to produce 100 bushels of wheat) and to first give the relationship between technology and the production trend in the chart. The student should then explain that relationship.

The scoring of this item begins with the question: *Did the student answer the question?* This means, does the response reflect that the student did answer this question? The next step in scoring is the question: *Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?*

Stem Statement: This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

Score Point 1 – This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

For a score of two, a student must provide an answer that gives a valid relationship between technology and the trend shown by the chart. The item is open-ended which means that there is more than one way to answer this question correctly. However, the answer must reflect an understanding of the relationship that technology has to production within the context of the time and place of the information given in the item. A score of two would also need an accurate and relevant explanation of the relationship. This explanation would show a deeper understanding of the standard because the student would be explaining "how or why" this relationship works. The explanation must be accurate and must relate to the relationship presented by the student in the response.

The following four student responses received a score of two. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

From the year 1800 to 1970, they had invented machines to help the people move faster. In the 1800's they had to do it all by hand because they had no machine help. By 1970 it took less hours because they got machine help.

This response received a score of two. The first sentence states the relationship between technology and the production trend in the chart. "From the year 1800 to 1970, they had invented machines to help the people move faster." The explanation of the relationship identified by the student in the first sentence is given in the rest of the response.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

The more technology there is, the less a person has to work to do the same task. Technology helps by making things easier with less labor involved. This chart shows how the time it takes to make 100 bushels of wheat decreased as new technology is invented.

This response received a score of two. The first sentence states the relationship between technology and the production trend in the chart. *"The more technology there is, the less a person has to work to do the same task."* The explanation of this relationship is given in the rest of the response.

The trend on the chart shows that each increase of years decreased the work hours to produce 100 bushels of wheat. It is because technology made machines to chop down and sort the wheat. Using machines takes a lot less time than by hand. So the invention of machines in technology lessened the work hours.

This response received a score of two. The first two sentences state the relationship between technology and the production trend in the chart. *"The trend on the chart shows that each increase of years decreased the work hours to produce 100 bushels of wheat. It is because technology made machines to chop down and sort the wheat."* The explanation of this relationship is given in the rest of the response.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

As technology became better less
labour was needed to produce
as much as the machines did
most of the work

This response received a score of two. The student fulfilled the requirements for a score of two in one sentence. The relationship was defined by "*As technology became better less labour was needed to produce as much,*" and the explanation of that relationship is found in the rest of the sentence, "*as the machines did most of the work.*"

Score Point 1 – This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

For a score of one point, a student must provide an answer that gives a valid relationship between technology and the production trend shown on the chart. Since this item is open-ended, there are different ways that the student may have an accurate response. A score of one is given for a response that shows that the student understands the relationship between technology and production but is unable to give an explanation that shows an understanding of how and why that relationship impacts production.

The following four student responses received a score of one. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

The relationship between technology and the trend is that as more technology there is the less people there will be to work.

This response received a score of one. The relationship between technology and the production trend is given “*more technology there is the less people there will be to work,*” but there is no explanation of that relationship.

When we got better technology things took less time

This response received a score of one. The student understands how technology affects production and gives that relationship in the response. There is no explanation.

Score Point 1 – This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

New technology makes
wheat production faster
and easier.

This response received a score of one. The student demonstrates an understanding of the relationship between technology and production but does not elaborate.

The chart shows: as the years go on, technology increases, decreasing labor. Technology in 1800 was very little; it took us 373 hours to produce 100 bushels of wheat. In 1940, though, technology was rising and it took 47 hours to produce 100 bushels of wheat, which is a lot faster. Then, in 1970, technology was really up and running. It took only seven hours to produce 100 bushels of wheat. From 1800 to 1940 to 1970, technology had risen a lot and it will keep rising.

This response received a score of one. This response does demonstrate an understanding of how technology affects production, but there is no explanation of that relationship. The student explains the chart instead.

Score Point 0 – Inaccurate response.

A score of zero means that the student did not answer the question and/or did not show understanding of the standard identified in the stem statement of the scoring tool.

The following two student responses received a score of zero. Each response is accompanied by an explanation of the scoring of each student response. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

I see the in year 1800 only
373 hours was work hours and
in 1940 it was only 47 and
1970 only 7 well it looks
(47) like the hours of work
has been decreased

This response received a score of zero. The student only restates the chart and does not answer the question.

Now we have machines to
do all of this.

This response received a score of zero. The student does not demonstrate an understanding of the relationship of technology to the production trend on the chart.

Item #2—

This test item measures Civics Standard #2 (Grade 6-8b cluster):

Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

The following is an excerpt from the Declaration of Independence:

“That whenever any form of government becomes destructive of these ends (life, liberty, and the pursuit of happiness), it is the right of the people to alter or to abolish it”

How did the writers of the U.S. Constitution ensure that the government would not damage the rights stated in the Declaration of Independence? Support your answer with evidence.

Scoring Tool:

Stem Statement: This response gives evidence of the student’s ability to understand the principles underlying American government.

Score Point 2 - This response gives a valid explanation with accurate and relevant support.

Score Point 1 - This response gives a valid explanation with inaccurate, irrelevant, or no support.

Score Point 0 - Inaccurate response.

This civics standard for kindergarten through grade twelve establishes the expectation that students understand the principles and ideals underlying the American political system. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on understanding that respect for others, their opinions, and their property is a foundation of civil society in the United States. Instruction in grades 4 and 5 focuses on understanding the principle of “due process” and understanding that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility. Instruction for students in grades 6-8 then uses this foundation of knowledge and understanding as the focus shifts to both the concept of majority rule and the protection of minority rights and the principles and content of the major American founding documents.

This test item focuses on the inalienable rights stated in the Declaration of Independence and how the Constitution of the United States ensured those rights. The student should provide evidence to support the answer.

The scoring of this item begins with the question: ***Did the student answer the question?*** This means, does the response reflect that the student did answer the question? The next step in scoring is the question: ***Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?***

Stem Statement: This response gives evidence of the student’s ability to understand the principles underlying American government

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

Score Point 2 - This response gives a valid explanation with accurate and relevant support.

Score Point 1 - This response gives a valid explanation with inaccurate, irrelevant, or no support.

Score Point 2 - This response gives a valid explanation with accurate and relevant support.

For a score of two, a student must provide an answer that gives a valid explanation of how the writers of the U. S. Constitution ensured that the government would not damage the inalienable rights of life, liberty, and the pursuit of happiness. The item is open-ended which means that there is more than one way to answer this question correctly. A score of two must also include evidence to support the explanation.

The following four student responses received a score of two. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

The Constitution made a Bill of Rights which were not to be broken. They have also made amendments to the Constitution, but they voted on many times. An amendment is quite hard to pass, so what passes will definitely follow the Constitution. The first ten amendments makes up the Bill of Rights.

This response received a score of two. The response shows the understanding that the Bill of Rights was added to the Constitution to ensure rights. *"The Constitution made a Bill of Rights which were not to be broken."* This response adds more evidence with the last sentence, *"The first ten amendments makes (sic) up the Bill of Rights."*

Score Point 2 - This response gives a valid explanation with accurate and relevant support.

The constitution embodied by the Declaration of Independence by adding various amendments to the document. One important example is discrimination against blacks. The Declaration of Independence stated that it was unjust to discriminate, so a 14th amendment was added to the constitution.

This response received a score of two. The response uses the Fourteenth Amendment to show understanding that rights continue to be protected through the amendment process beyond the addition of the Bill of Rights. This response shows understanding of how the U. S. Constitution ensures this protection and gives evidence in the Fourteenth Amendment.

The writers of the Constitution ensured that the government wouldn't damage the rights stated in Declaration of Independence by making the Amendments. My evidence is the First Amendment, about the government insuring free speech, free press, and free religion.

This response received a score of two. The response shows understanding that the Constitution ensures the protection of rights "by making the Amendments" and gives evidence with "the First Amendment, about the government insuring (sic) free speech, free press, and free religion."

Score Point 2 - This response gives a valid explanation with accurate and relevant support.

The writers of the Constitution ensured that rights would be upheld by adding Amendments. For example, blacks could not vote until the fifteenth Amendment.

This response received a score of two. The response shows understanding that the Constitution ensures the protection of rights and gives evidence with the Fifteenth Amendment.

Score Point 1 - This response gives a valid explanation with inaccurate, irrelevant, or no support.

For a score of one, a student must provide an answer that gives a valid explanation of how the writers of the U. S. Constitution ensured that the government would not damage the inalienable rights of life, liberty, and the pursuit of happiness. Since this item is open-ended, there are different ways that the student may have an accurate response. A score of one is given for a response that shows that the student understands how the Constitution ensures this protection of rights but is unable to support that understanding with accurate and relevant evidence.

The following three student responses received a score of one. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

With the ability to impeach a president and the ability to amend to the constitution. Many amendments have already been added on to the constitution

This response received a score of one. The understanding of how the Constitution ensures rights is demonstrated in this response. The answer provides no evidence.

It say we can have freedom of speech. It is the right of people to alter or to abolish it.

This response received a score of one. The response shows minimal understanding in the first sentence, "It say (sic) we can have freedom of speech." The second sentence is only a copy of the wording in the quote, "It is the right of people to alter or to abolish it." There is no evidence.

Score Point 1 - This response gives a valid explanation with inaccurate, irrelevant, or no support.

Because
They Made the Bill
of Right that would
secure the people

This response received a score of one. The response shows minimal understanding that the Bill of Rights ensures protection of rights but does not provide supporting evidence.

Score Point 0 - Inaccurate response.

A score of zero means that the student did not answer the question and/or did not show understanding of the standard identified in the stem statement of the scoring tool.

The following two student responses received a score of zero. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

Because in that quote above, it says if the government becomes destructive to a person's life, liberty, or the pursuit of happiness, then the people can change or get rid of it.

This response received a score of zero. The response only restates information from the quote and does not answer the question.

It means if he ever do anything wrong he would get the people to vote him out of being president.

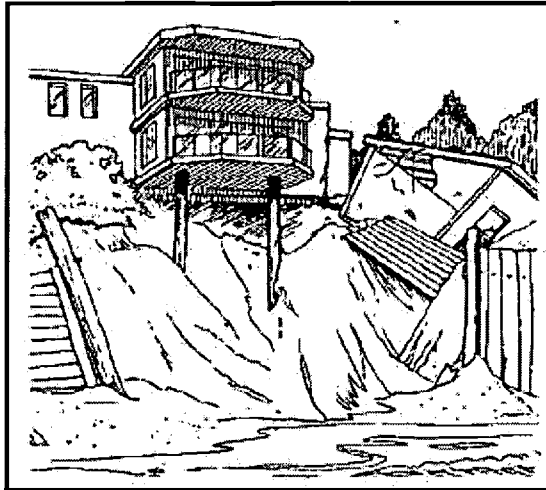
This response received a score of zero. The response is inaccurate.

Item #3—

This test item measures Geography Standard #2 (Grade 6-8 cluster):

Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.

This drawing shows housing along the Atlantic coast.



This picture shows that economic development in coastal areas has ignored the processes of—

- a. natural erosion*
- b. volcanic activity
- c. crustal faulting
- d. global warming

This geography standard for kindergarten through grade twelve establishes the expectation that students develop knowledge of the ways humans modify and respond to the natural environment. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on distinguishing different types of climate and landforms and explaining why they occur. Instruction in grades 4 and 5 focuses on applying a knowledge of topography, climate, soils, and vegetation of Delaware and the United States in order to understand how human society alters and is affected by the physical environment. Students in grades 6-8 use this foundation of knowledge and understanding to apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by physical environments in the world's sub-regions.

This test item focuses on natural erosion as a major process that shapes natural environments. It emphasizes the consequences for human society when development fails to account for the impact of natural environmental processes.

Item #4—

This test item measures Economics Standard #4 (Grade 9-12 cluster):

Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

**Location of Petroleum Reserves
(by percentage)**

North America	3.7
Western Europe	1.6
Eastern Europe	5.9
Latin America	12.5
Africa	6.2
Middle East	65.4
Australia	0.2
Asia	4.5
Total	100.0

Explain how the worldwide distribution of oil has affected the patterns of international trade and economic dependence.

Scoring Tool:

Stem Statement: This response gives evidence of the student's ability to understand the influence of distribution of the world's resources on patterns of international trade.

Score Point 2 - This response gives a valid explanation that includes both trade and economic dependence.

Score Point 1 - This response gives a very vague explanation of trade and economic dependence or a valid explanation of one.

GRADE 11

ECONOMICS STANDARD #4 SHORT ANSWER

This economics standard for kindergarten through grade twelve establishes the expectation that students examine the patterns and results of international trade. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on the exchange of goods and services around the world that creates economic interdependence between people in different places. Instruction in grades 4 and 5 focuses on how international trade links countries around the world and can improve the economic welfare of nations. In grades 6-8, students examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade. (Note: Instruction on the different economic systems occurs with Standard Three in Economics.) Students in grades 9-11 then use this foundation of knowledge and understanding to analyze and interpret how the distribution of the world's resources, political stability in the world, a nation's position on trade, and the flow of investments in the world influence patterns of international trade.

This test item focuses on how the distribution of the world's resources influences patterns of international trade. The item asks students to look at the information presented on the chart (location of petroleum reserves) and to explain how the worldwide distribution of oil has affected both the patterns of international trade and economic interdependence.

The scoring of this item begins with the question: ***Did the student answer the question?*** This means, does the response reflect that the student did answer this question? The next step in scoring is the question: ***Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?***

Stem Statement: This response gives evidence of the student's ability to understand the influence of distribution of the world's resources on patterns of international trade.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

Score Point 2 - This response gives a valid explanation that includes both trade and economic dependence.

Score Point 1 - This response gives a very vague explanation of trade and economic dependence or a valid explanation of one.

Score Point 2 - This response gives a valid explanation that includes both trade and economic dependence.

For a score of two, a student must provide an answer that gives a valid explanation of the effect of the worldwide distribution of oil on both trade and economic dependence. The student should apply the information in the chart that shows the location of oil reserves by percentage to determine the effect that such distribution would have on trade patterns. The item is open-ended which means that there is more than one way to answer this question correctly. However, the answer must reflect an understanding of the relationship between distribution of resources and patterns of trade.

The following four student responses received a score of two. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

The worldwide distribution of oil connects countries everywhere by increasing the need for international trade. Because of this, many countries are constantly in trade with others for this highly sought resource. This changes economic dependence because a single country may not have enough oil to supply their people with, so they turn to depending on a global economy.

This response received a score of two. The response shows an understanding of the relationship of imports and exports with the phrase "international trade" and a resulting dependency.

Score Point 2 - This response gives a valid explanation that includes both trade and economic dependence.

The Middle East is a gold mine on terms of distribution of oil. Holding 65.4% of the world's estimated supply, the countries such as Kuwait, Saudi Arabia and Iran all have significant power when it comes to trading authority. Because whenever they stop trading, gas prices in the US go up, like now, and the American public push the government into re-establishing trade routes with the Middle East.

This response received a score of two. The response shows understanding of the resources, trade, and dependence with the reference to "significant (sic) power when it comes to trading authority." The explanation uses the Middle Eastern countries of Kuwait, Saudi Arabia, and Iran to show the relationship of the trading of oil from these countries with the United States.

The distribution of oil affects international trade because some parts of the world have nothing to export except oil. These countries are very dependant on imports, but when there is a demand for oil, the same countries are now the leaders of trade.

This response received a score of two because the explanation shows an understanding of the relationship between distribution of resources to patterns of international trade and dependence.

Score Point 2 - This response gives a valid explanation that includes both trade and economic dependence.

Since the Middle East owns over one half of the world's petroleum reserves, they are relied on by many countries. In the United States, we use petroleum everyday when the Middle East raises its prices, so do we. The U.S. trades constantly with the Middle East. The Middle East can have whatever the desire from the U.S. because we are dependant on them for petroleum.

This response received a score of two. The response addresses both trade and dependence in the explanation and demonstrates the ability to analyze and interpret the influence of distribution of resources on patterns of international trade. This response uses the Middle East and the United States for the explanation.

This response includes extraneous information that is inaccurate, "*The Middle East can have whatever the (sic) desire from the U.S.;*" however, the remainder of the response demonstrates understanding so the student is not penalized for this inaccuracy.

Score Point 1 - This response gives a very vague explanation of trade and economic dependence or a valid explanation of one.

For a score of one, a student must provide an answer that gives a valid explanation of the effect of the worldwide distribution of oil on either trade or economic dependence or a valid but very vague explanation of the effect of the worldwide distribution of oil on both trade and economic dependence. Since the item is open-ended, there are different ways that the student may achieve an accurate response.

The following four student responses received a score of one. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

The Middle East is positively the leader of petroleum reserves so they have many countries doing business with them especially North America which is depended on oil.

This response received a score of one. The response is a valid explanation of the relationship of distribution of resources to dependence but does not address patterns of international trade.

The middle east has the majority of oil so they control most of the international trade of it.

This response received a score of one. The response is a valid explanation of the relationship of distribution of resources to patterns of international trade but does not address dependence.

Score Point 1 - This response gives a very vague explanation of trade and economic dependence or a valid explanation of one.

Since most of the oil is in Latin America and the Middle East, the United States has become very dependent on them for oil. Our dependence was one reason for the Persian Gulf War.

This response received a score of one. The response is a valid explanation of the relationship of distribution of resources to dependence but does not address patterns of international trade.

The distribution of the oil has affected the pattern of the international trade because we need oil for almost every single thing to work it. so we trade oil very much.

This response received a score of one. The response is vague because there is no explanation of how this conclusion was reached.

Score Point 0 - Inaccurate response.

A score of zero means that the student did not answer the question and/or did not show understanding of the standard identified in the stem statement of the scoring tool.

The following two student responses received a score of zero. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

It gives them some
power

This response received a score of zero. The response does not answer the question. "It gives them some power" does not explain an effect on trade or dependence. "Power" to do what? This response does not show an understanding of the standard.

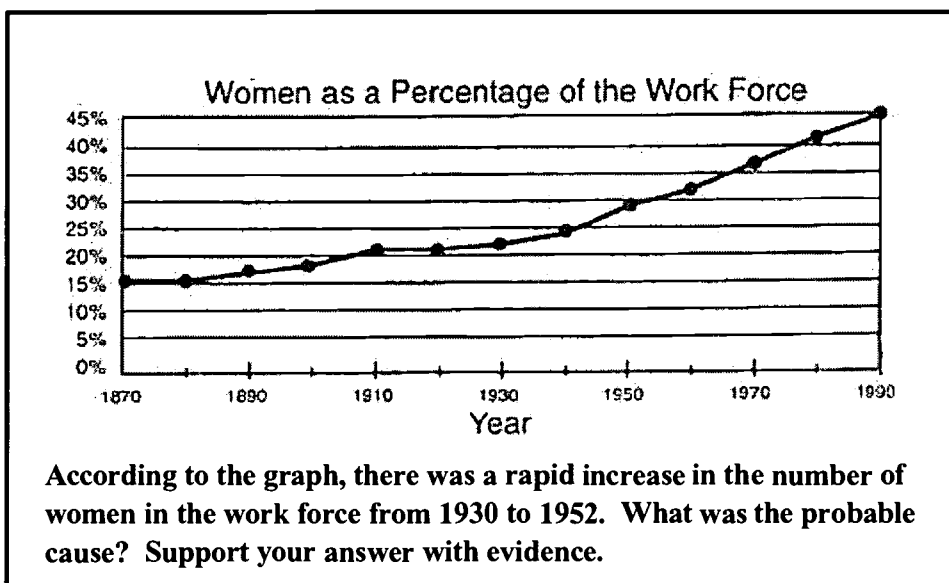
There is no real trade the
- Middle east makes up more than 1/2

This response received a score of zero, because the response is inaccurate.

Item #5—

This test item measures History Standard #1 (Grade 9-12 cluster):

Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

**Scoring Tool:**

Stem Statement: This response gives evidence of the student's ability to analyze historical materials to trace the development of a trend over a prolonged period of time in order to explain patterns of historical change.

Score Point 2 - This response identifies a valid cause supported by accurate and relevant evidence.

Score Point 1 - This response identifies a valid cause supported by vague, inaccurate, irrelevant, or no evidence.

Score Point 0 - Inaccurate response.

This history standard for kindergarten through grade twelve establishes the expectation that students employ chronological concepts in investigating and analyzing events, ideas, or trends to draw logical conclusions regarding cause and effect. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on students using clocks, calendars, schedules, and written records to record or locate events in time. Instruction in grades 4 and 5 focuses on studying historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors. In grades 6-8, students examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect. Students in grades 9-11 then use this foundation of knowledge and understanding to analyze historical materials in order to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

This test item focuses on the development of a trend over a period of time to explain the pattern of change. The item asks students to use information presented in a line graph (the number of women in the work force from 1870 to 1990) and to explain the rapid increase in the number of women in the work force from 1930 to 1952.

The scoring of this item begins with the question: *Did the student answer the question?* This means, does the response reflect that the student did answer the question? The next step in scoring is the question: *Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?*

Stem Statement: This response gives evidence of the student's ability to analyze historical materials to trace the development of a trend over a prolonged period of time in order to explain patterns of historical change.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

Score Point 2 - This response identifies a valid cause supported by accurate and relevant evidence.

Score Point 1 - This response identifies a valid cause supported by inaccurate, irrelevant, or no evidence.

Score Point 2 - This response identifies a valid cause supported by accurate and relevant evidence.

For a score of two, a response should give a valid cause for the increase in the number of women in the work force from 1930 to 1952. The response should also include evidence that supports that specific cause. The evidence should be both relevant to that cause and accurate. The item is open-ended which means that there is more than one way to answer this question correctly. However, the answer must reflect an understanding of the relationship between the trend and the cause.

The following four student responses received a score of two. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

From 1930 to 1952. the Great Depression and World War II brought many more women out of their homes and into the work force for the first time making war goods (i.e. Rosie the Riveter) Men left for war and women took over these jobs.

This response received a score of two. The student describes causes of the trend of women in the work force and explains causes with accurate and relevant historical evidence. If this response had described causes without explanation, the response would have been given a score of one.

Score Point 2 - This response identifies a valid cause supported by accurate and relevant evidence.

During the 1930s, the Great Depression forced many women to have to go to work in order to make enough income to support their families. When war mobilization started in the early 1940s, the loss of workers to the draft and the rapid increase in industrial production caused a need for more laborers, and women took their roles. By the 1950s, after peace returned, the women's movement was beginning, and women began to see their importance in the workforce.

This response received a score of two. The response shows a strong understanding of the trend and its causes and can explain these causes with accurate and relevant historical evidence.

WWII was the cause. During the war women went to work the men's jobs while the men were off fighting. When the war ended & the men came home women didn't want to go back home & be housewives again. So many stuck together, protested, started reforms, & inch by inch gained respect and jobs in the work force.

This response received a score of two. The response gives a cause of the trend and continues to explain the cause with relevant and accurate evidence.

Score Point 2 - This response identifies a valid cause supported by accurate and relevant evidence.

The war was a probable reason for women joining the workforce. When the men went off to war, the women were encouraged to get jobs in order to keep products getting sent over to 'the boys'

This response received a score of two. The response is a weaker score point two than the previous three student responses, but it does have the two necessary components for a score of two on the scoring tool. There is a cause, "*The war was a probable reason for women joining the workforce,*" with relevant and accurate evidence, "*When the men went off to war, the women were encouraged to get jobs in order to keep products getting sent over to 'the boys.'*" The phrase, "*to get jobs in order to keep products getting sent over to 'the boys,'*" is more specific than the first student response for a score point one on page 35.

Score Point 1 - This response identifies a valid cause supported by inaccurate, irrelevant, or no evidence.

For a score of one, a student must provide an answer that gives a valid cause that shows understanding of the relationship between the trend and the stated cause. A score of one will not include evidence or the evidence that is given will be irrelevant or inaccurate. Since the item is open-ended, there are different ways that the student may achieve an accurate response.

The following four student responses received a score of one. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

The rapid increase in women in the work force was due to WWII. All the men were going off to war and someone had to keep the country running so women went to work.

This response received a score of one. The response gives a valid explanation of a cause but the absence of specific evidence keeps it at a score of one. How did women keep the country running?

More women had to work outside of the home during these years because the men had to fight in World War II. Life and work in the U.S. had to continue so women took over.

This response received a score of one. The response gives a valid explanation of a cause; however, the question asks for specific evidence to support that explanation. The type of work would have been a way to provide evidence.

Score Point 1 - This response identifies a valid cause supported by inaccurate, irrelevant, or no evidence.

The probable cause of the increase in the number of women in the workforce from 1930 to 1952 was war. The men went off to war, while the women had to take over the mens jobs.

This response received a score of one. The response gives a valid cause without evidence to support the explanation of that cause.

The cause was the womens rights movement of that time period. They fought for equal rights and finally got some equal rights in 1930-1952.

This response received a score of one. The response gives a weak but valid explanation of a cause without evidence of what rights.

Score Point 0 - Inaccurate response.

A score of zero means that the student did not answer the question and/or did not show understanding of the standard identified in the stem statement of the scoring tool.

The following two student responses received a score of zero. Each response is accompanied by an explanation of the scoring. These responses are from Delaware students and were scored by Delaware teachers during benchmarking.

Women felt like they did not want to be treated like housewives and they wanted to show up men, prove that they are wrong.

This response received a score of zero. The response does not give a valid cause for the time period identified in the question.

Women in the workforce has increased for a variety of reasons. Some are single mothers, who need money, there are more opportunities for women, which has given women more confidence, others because they want to, and some do it so together the husband and wife create a larger income,

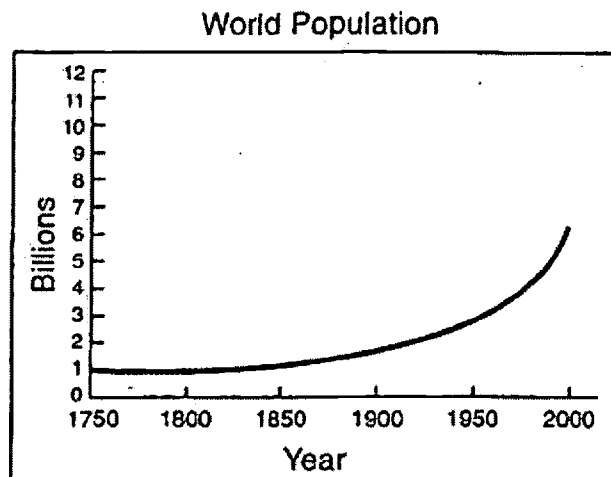
This response received a score of zero. The response does not give a valid cause for the time period identified in the question.

Item #6—

This test item measures History Standard #1 (Grade 9-12 cluster):

Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Below is a graph of world population between 1750 and 2000.



What was the *most* probable cause of the rapid increase shown on the graph?

- a. Advances in communication
- b. New energy choices
- c. Advances in medical care*
- d. World war

This history standard for kindergarten through grade twelve establishes the expectation that students employ chronological concepts in investigating and analyzing events, ideas, or trends to draw logical conclusions regarding cause and effect. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on students using clocks, calendars, schedules, and written records to record or locate events in time. Instruction in grades 4 and 5 focuses on studying historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors. In grades 6-8, students examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect. Students in grades 9-11 then use this foundation of knowledge and understanding to analyze historical materials in order to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

This test item focuses on a trend in world population between the years 1750 and 2000. This trend is shown through data on a line graph. Students should recall events during that time period and analyze the effect of those events on world population in order to determine the correct answer.



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